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ABSTRACT

This book examines the experience of European young women in secondary and higher education. After an introductory chapter by Maggie Wilson, chapter 2 (by Nadine Plateau) presents an account of the failure of educational reforms and the introduction of co-education in French-speaking Belgium to mitigate divergent patterns of choice between boys and girls. Chapter 3 (Maggie Wilson) examines curricular differentiation in England and Wales focusing on women in teaching and academia. The match between qualifications and career opportunities in France is explored in chapter 4 (Frederic Charles), while chapter 5 (Georgia Kontogiannopoulou-Polydorides) presents an analysis of the relationship between changes in education and the labor market in Greece and chapter 6 (Kathleen Lynch) contains the suggestion that girls in Ireland are subject to dual pressures to succeed in academics and to be "guardians of the moral order." Chapter 7 (Henryk Szydlowski and Grazyna Dudziak) presents data on sex differences in changing attitudes to science and technology in Poland. Chapter 8 (Isabel Alberdi and Ines Alberdi) examines attitudes and orientation in the classroom in Spain. The Swedish experience presented in Chapter 9 (Inga Wernersson) illustrates the changes brought about through a strong state policy. Chapter 10 (Astrid Kaiser) examines the situation in West Germany. The final two chapters (by Maggie Wilson) present, respectively, an overview of conditions for women students in Europe and a conclusion which suggests policy implications. Many chapters contain tables and figures and all include references. An index and notes on the contributors are included. (JB)

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